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ABSTRACT

The purpose of the booklet is: (1) to assist teachers in understanding the roles and interrelationships necessary among teachers, counselors, administrators, parents, and the community to integrate career education into the curriculum to identify (2) ideas and activities that will assist teachers within the classroom. Ideas are identified according to appropriate grade levels with an example of use of the occupational cluster approach as related to the communications and media occupational cluster. Also included is an annotated list of enrichment references with addresses. (EA)

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Career Education & You— The Teacher

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ARIZONA CAREER EDUCATION CLEARINGHOUSE

ARIZONA
DEPARTMENT OF EDUCATION
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The purpose of this booklet is to give teachers an overview of some of the roles of various adult groups in relation to Career Education as well to give teachers a few ideas to bring Career Education into their teaching. The references at the back of the booklet were selected to give teachers the most ideas in the widest range of grade levels and subject areas possible.

The following people were actively involved in reviewing the manuscript prior to its final review and publication: Cleo Boswell, Pinal County Career Education Project; Carol Burrow, elementary teacher, Hackberry School District; Sue Cook, Central Maricopa Career Education Project; and Leon Webb, Arizona Consortium for Individualized Learning.

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CAREER EDUCATION AND YOU–THE TEACHER

The purposes of this booklet are to assist you to:

1. Understand the roles, interrelationships and cooperation needed to integrate Career Education into the educational setting of the community.

2. Identify ideas that will help you begin to integrate Career Education in your classes.

GOAL 1 – To help you understand the roles, interrelationships and cooperation needed to integrate Career Education into the educational setting of the community.

Concepts:

Teachers

1. Your opportunity to function as a teacher in relation to Career Education will vary with the age level of your students and with the content area in which you are involved, whether it be basic educational skills, fine arts, physical education, or the development of job-entry skills.
2. You will need to help students develop positive attitudes toward themselves, toward others, toward work, and toward those who work.
3. Your students will need help in relating what they are doing in a particular subject area with future educational and/or occupational alternatives and how the knowledge and skills offered by that particular subject relate to the adult world of work and living.
4. You should reinforce the steps in decision-making and the importance of students being responsible for their own decisions.

Counselors

1. Counselors serve as resource consultants to teachers, students, administrators, parents, and others seeking information pertaining to any of the counseling activities.
2. Both individual and group learning experiences need to be developed and conducted by counselors in cooperation with teachers to:
   (a) help students identify interests, personal needs, capabilities, attitudes, and values related to establishing occupational and educational goals.
   (b) provide information as to what is occurring in the world of work, and
   (c) provide opportunities for students to learn interpersonal skills.
3. Counselors assist or team-teach with teachers in coordinating educational experiences within the classroom focused upon decision-making, self-responsibility, and problem solving.
4. Counselors help teachers identify and involve community resources in Career Education activities.

Administrators

1. Administrators provide leadership in gaining the support of teachers, students, counselors, parents, and the community for Career Education.
2. Among some of the possible functions of administrators are:
   (a) To coordinate a community needs assessment for the purpose of determining the policies, goals, and objectives of a school program that meets student needs and integrates Career Education into the curriculum.
   (b) To develop a plan of implementation and evaluation for the integrated curriculum.

(c) To bring together and coordinate the personnel, resources, facilities, and activities of the various sub-systems.

3. In-service education programs designed to provide teachers and counselors with the concepts, procedures, and materials necessary to accomplish the integration of Career Education into the school system is a leadership support function of administrators.

4. Administrators should develop and support an atmosphere conducive to research and the utilization of teaching ideas and methods designed to meet individual student needs.

Parents

1. Parents cooperate with teachers in helping their children explore educational and occupational alternatives while at the same time being sensitive to and accepting of their children as they exhibit their images of a developing self-concept.

2. The home can be a learning resource closely allied to the goals of Career Education.

3 By conferring with school personnel about ways in which they can help their children establish realistic goals, parents keep informed as to the activities in school.

4. Parents can volunteer as resource speakers to the school and serve on advisory committees.

Community

1. Community involvement in education is a responsibility of everyone.

2. The community provides opportunities for work observation, work experience, and work study for students, teachers, and counselors.

3. The community is a "school without walls" which provides sites for career observation tours, interviews, and information about the requirements of jobs in different occupational areas and how various occupations are interrelated and interdependent.

4. Business, industry, labor, community agencies and community organizations can contribute a great deal to the school programs by:

   (a) serving on advisory councils

   (b) participating as resource speakers for classes,

   (c) providing materials that depict the characteristics of different occupations, the educational requirements needed for those occupations, the employment trends, and possibilities for career advancement, and

   (d) providing sources of information to students as to the various life styles available.

CAREER EDUCATION IS TEAMWORK

TEACHERS

The ideal for successful implementation of Career Education is teachers who are facilitators of learning, who provide a climate where students are participants rather than passive recipients, who are diagnosticians of learner needs, and who are teachers of self-evaluation. Teachers will need to be aware of the educational value of disciplines outside of their particular area and be able to help students determine their needs, interests, and abilities.

Integrating Career Education will mean using activities designed around real-life experiences of adults. Today's children need help in developing an awareness of the various relationships within and between occupations. They need to know where to obtain information. Students need to have knowledge of the alternatives and options available without regard to their sex, ethnic background, or socio-economic status. As a teacher, you can expose them to unbiased information so they will be better able to make intelligent decisions and life-style choices when the time comes. Help your students visualize the future and contemplate what effect technological changes could have on them. Help your students develop a positive attitude toward themselves, toward work, and toward contributing to the society in which they live. Relate the experiences you provide for your students to the world outside of school.

It is understood that your role and functional opportunities will vary with the students with whom you are associated–elementary, junior high, high school, homebound, disadvantaged, etc. Even so, there are certain things that are applicable to all teachers regardless of their grade level of teaching or subject matter area. Every teacher is able to contribute something to the outcomes of the Arizona Career Education elements for each student within their educational system. These outcomes are:

1. All students will achieve an increased awareness of "self" by developing an understanding of their interests, aptitudes, and responsibilities to self and others.

2. Each student will develop increased interest and achievement in the educational program emphasizing communications and basic skills.

3. Each student will acquire an understanding of the world of work and its impact on self and society.

4. Each student will receive those experiences and knowledges leading to a demonstration of the ability to make decisions related to career and self-satisfaction.

5. Each student will possess career entry-level skills upon exiting from the formal educational program.

6. Each student will develop an understanding and appreciation for the value of work, continual learning, the arts, and leisure qualities of life in achieving social responsibility and self-satisfaction.

In order to have a clearer perspective of your role in evolving the implementation and integration of Career Education, it may be useful to be aware of the possible roles, functions, and responsibilities of counselors, administrators, parents, and the business community–your partners in education.

COUNSELORS

To be most effective, the counseling attitude must permeate the entire educational environment. This means that counseling cannot be confined to the counseling offices, but must be a function of the home, the community, and the total school personnel.

According to the *Operational Guidelines for Responding to the Outcomes of Career Education, A Manual for Secondary Counselors* the counselor is a "Counselor-Consultant." This new role is defined as " . . . a service offered to teachers in which the counselor works *with* the teacher to develop activities of a career development nature . . . which correlate with and enhance the teachers's particular curriculum."[1] The manual acknowledges that the final decision for class content and management rests with the teachers but indicates that the counselors are responsible for identifying each teacher's areas of expertise and combining them with their own in providing educational experiences for students.

Both teachers and counselors are vitally important in achieving the outcomes of Career Education, but it must be a team effort to be really effective. Therefore, teachers become counselors and counselors become teachers–working together for the benefit of students.

Career Education is a natural vehicle for individualized and small group instruction. This infers that the first step is to determine the academic needs, achievements, perceptions and personal needs of each student. This information is interpreted to teachers, students, and parents. These people, with a counselor's assistance, determine realistic goals for the student based on an understanding of the student's needs, aptitudes, and interests in relation to the wide range of alternatives open to them in education, careers, and life styles.

Teachers and counselors work closely together to plan individual and group experiences within the classroom designed to effect positive attitudes on the part of the students toward themselves, toward others, and toward self-responsibility in decision-making and problem solving. Educational and occupational information is presented to students to make them aware of the many options and alternatives available. Various techniques and teaching methods are utilized to help students perceive and communicate relationships between behavior, feelings, and values as well as the influence of these factors on their reactions to situations. Students are also assisted in developing self-management skills as well as provided with help in setting their own educational, vocational, personal, social, and avocational goals.

Counselors serve as resource consultants. Keeping current on occupational trends, providing assistance in locating career observation tour sites, and helping establish a

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[1] *Operational Guidelines for Responding to the Outcomes of Career Education – Manual for Secondary Counselors*, Arizona Department of Education, 1973, p. 1.

resource speakers' file are other functions counselors can perform that are beneficial to students and teachers. Research in areas such as student follow-up studies, community occupational surveys, and research pertinent to their particular schools are services counselors can also provide. At the secondary level, counselors who help coordinate educational and job placement advice and services will be helping students in their transition to the "next step."

ADMINISTRATORS

Administrators provide the leadership for the district and individual schools. They are responsible for formulating a statement of philosophy incorporating Career Education into the existing program. They coordinate a community needs assessment that involves students, parents, and others in the community. On the basis of the needs assessment, goals and objectives are formulated and a determination is made as to whether or not they are realistic in relation to the personnel, resources, and facilities presently or immediately available. A plan for the smooth integration of Career Education into the school system is designed. In addition, administrators develop a plan for the evaluation and revision of the educational program, create and plan for the utilization of advisory committees, make assignments for the establishment of linkages with the business and industry groups within the community, and develop or approve a plan for information dissemination both within and outside of the school.

The administrators initiate or approve the in-service activities designed to help their staff prepare a teaching-learning climate which will facilitate the integration and development of Career Education within the existing system. Teachers are encouraged to try new ideas and approaches to education.

PARENTS

The cooperation of parents can make a decided difference in the successful integration of Career Education into a school system. Therefore, parents are the object of special focus in the process of developing a plan for the implementation of Career Education. Parents are given as much information as possible through various means in order for them to understand what Career Education is and how it will benefit not only their children, but all of the students within the educational system. They should be made aware of the existence of information pertaining to education and occupations and what are the interests, aptitudes and capabilities of their children. Exposure to the stages in career development will assist them in helping their children as they progress through school.

Many of the Career Education concepts can be taught or reinforced in the home. Parents working with teachers can provide a vital source of strength to the educational program. For example, the interdependence of workers, teamwork and cooperation between people, and personal responsibility for task completion are just a few Career Education concepts that can be reinforced in the home. Attitudes, appreciations, and values are other aspects of Career Education that can be a focus in the home. Parents should be aware of factors contributing to the development of positive self-concepts so they will be in a position to help their children. Your responsibility is to see to it that parents are aware of these opportunities to help their children and to give them some ideas that will aid in the transfer of learning between the school and home.

Teachers, counselors, and administrators should make every effort to get parents actively involved in education. Parents provide a rich resource for guest speakers. Utilizing their talents and experience as volunteer teacher aides is another approach to getting them more involved in the education of their children and the schools.

COMMUNITY

Those schools that establish strong linkages with community agencies, community groups, business, and industry, establish an interaction of information important to the realistic integration of Career Education into the existing curriculum. The "schools without walls" concept is important to a dynamic educational system.

Communities are abundant with resources that may not be readily apparent and which no audio-visual aid can rival. These resources and resource people depict life styles associated with occupations and opportunities for work exposure and work experiences. Recent graduates provide motivation to those still in school because of the rapport they establish with those within the same generation bracket. On the opposite end of the spectrum, senior citizens offer the experience and historical aspects of careers and life.

Community groups, agencies, businesses, and labor representatives support education by providing classroom speakers and career observation sites. They assist schools by participating on school advisory committees. They can be involved in curriculum recommendations, assisting in student placement, and recognizing graduates as qualified for apprenticeship programs.

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GOAL 2 – To identify ideas that will help you begin to integrate Career Education into your classes.

Career Education activities are intended to be part of the existing curriculum–not added to it or set apart from it. It is less a body of content than a PROCESS which has been found to be meaningful in meeting student needs. To be most effective as an educational motivator, the concept should be developmental horizontally across all subject areas and vertically through all grade levels. Setting aside twenty minutes a day for "Career Ed" is not integrating it into the curriculum. The main thing is to refocus the curriculum and teaching on how people live and work within the community.

The following is an overview of the developmental nature of Career Education:

Elementary

Career Education in the elementary grades concentrates on helping each student develop an awareness of self and an awareness of the relationship between academic content and the broad world of work. The refocusing within mathematics, social sciences, language arts, and other basic skill areas leads students toward an awareness of the need for these knowledges in the home, the school, and the community. At the same time, an awareness of tasks and occupations existing within these domains is brought into the daily lessons as a natural part of the regular study. Students learn about activities which interest them and how these same activities are related to particular occupations or the life-styles of people within certain occupations. Social skills are interwoven into the instruction to point up the need for positive attitudes toward human relations, cooperation, and responsibility for task completion.

Upper elementary grades continue the development of positive self-concepts in addition to building on those concepts introduced earlier. The gradual introduction to the occupational clusters or job families is continued. The interrelatedness of occupations is woven into the instruction as is the effect of environmental and economic factors on occupations and life-styles. Students are made aware of the self-satisfaction that can be achieved through fine arts and hobbies. Decision-making and planning skills are taught, but it is too early for even tentative career choices. The world of work awareness is extended to the state and the nation. At the same time, the interdependency of workers is presented and the contributions made by the various workers to an on-going society, to the smooth running of the school, production of a product, or the rendering of a service is integrated into the curriculum.

Relating various areas of study to the real world helps make learning more interesting and meaningful. For example, a unit on nutrition opens many possibilities for integrating Career Education into the classroom. Taking just one small part of this unit–The Importance of Fruit in Nutrition–presents opportunities to:

1. Study colors, shapes, sizes (art, perception)
2. Study weights, measurements, volume (math)
3. Study texture, taste, smell (sense perceptions)
4. Study grocery ads and compare prices (reading, economics, math)

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5. Have a produce clerk come to the classroom in his work clothes and bring some of the tools used on the job. He would explain what he does, how it is important to the students and their families, and what part the job plays in the total supermarket. The speaker should mention what educational subjects are needed to do that type of work and the personal traits and characteristics that are important.

6. A career observation tour taken to the produce department of a supermarket, a produce store or stand, or an orchard farm abounds with opportunities to integrate Career Education concepts. Just a few are:

   a. Work exposure to on-the-job observation.

   b. Opportunities for limited hands-on experiences.

   c. Real-life demonstrations of the place and need for teamwork, interrelationships, interdependence, and decision-making experiences.

7. Simulation of a supermarket in which students act as workers and buyers in getting the most nutritious combinati n of foods for their "money" can be used to integrate a number of Career Education concepts.

The above illustrations barely touch all the possibilities for integrating Career Education into the classroom. In geography, integrate the similarities and differences of occupations along with the study of life-styles and cultures. Occupational comparisons between the past and the present can be studied in history lessons. Music, art, dancing, and recreation have career possibilities as well as being leisure-time pursuits. With the imagination and ingenuity so prevalent among elementary teachers, the above examples can be gradually expanded to include all areas of study.

Junior High

The developmental levels of Career Education continue as junior high students are made aware of various educational and occupational alternatives and how these are combined into decision-making activities. The importance of individual characteristics in making decisions concerning their future is included in the curriculum. Students learn the importance of the individual as a value-determining agent.

A detailed study of all occupational clusters begins at the junior high level. From this point, students are encouraged to select a few of the broad clusters to study more closely. Toward the end of the junior high years, students should have opportunity for work exposure experiences. The workers are observed on the job for short periods of time. If possible, hands-on experiences—either actual or simulated—are given to students as they pursue their regular course of study. Individual and group counseling activities are developed by teachers and counselors to continue the self-awareness and educational awareness aspects of Career Education. These activities are geared to lead students toward an increased awareness of their interests, abilities, and needs in relation to their academic studies and in relation to making decisions pertaining to their future goals. Basic economic concepts are developed around the personal, social, and occupational spheres. Continued emphasis is given to the development of self-responsibility, good work habits, and social skills.

Where to start! Why not start where you are? Look at what you are now doing. Start with an area with which you are thoroughly familiar and make your activities people-centered. Let your students help plan how they will approach a particular learning experience—not necessarily as a group, but according to the learning style that best meets their particular needs. Allow opportunities for creative expression. Do not stick with just a textbook, but seek "doing" activities and materials from outside the school that relate to a particular skill or knowledge you are studying.

Perhaps you elect to pursue a communications topic. What are you teaching now that could be related to the broad area of communications and media? What skills are used in the area and how can you relate to them? Perhaps you know someone in the communications and media field. Will your friend come into the classroom and relate the experiences and life-styles of various aspects of working in communications? Is there a television studio, radio station, or other communication resource in your community that would be feasible for a career observation tour? Can you gather problems, language art stories, social science, art, music, and other subjects that can be interwoven around people in communications occupations? Perhaps you and another teacher could work together in developing plans for relating the academic areas to communications.

Let's take the television industry and see what start can be made. Have students identify various careers by watching various kinds of television programs. Examples of careers in the television industry are:

a. announcers
b. broadcast technicians—lighting, recording, taping, cameramen
c. advertising
d. equipment installers and repairmen
e. entertainers and models
f. editors
g. interior designers and decorators
h. makeup artists

Start on a small scale to begin with. What kinds of announcers are there?

a. newscasters and news commentators
b. weather announcers or weather reporters
c. special interests—e.g., sports

The next step is to look at the requirements of each. Find answers to the following:

a. What duties, responsibilities and skills are common to each and unique to each?

b. What general knowledges do announcers need that they could receive in school?

c. What interpersonal skills do they need?

d. What are the possibilities for advancement and what are the employment trends?

e. What are the advantages and disadvantages of each?

f. What vocabulary do the various announcers need?

g. How do announcers depend on others within the studio to get their job done?

h. What responsibilities do they have?

i. How much education do they need?

j. What knowledges of math, science, social science, business, and all the other subjects are needed by these people?

k. What contributions do they make to the individual, community, state, and nation?

Have your students write a news article about a real event, a feature story about some school-related activity, an advertisement, or have the class put together a total television program.

Secondary

At the secondary level, students are given the opportunity to investigate in depth one or more tentative occupational clusters. Development of entry-level job skills for this cluster become increasingly specialized the closer the students come to graduation, culminating in many cases with some type of cooperative work experience. Academic courses are related to the student's chosen cluster, and course work needed for entry into post-secondary education is provided for those who desire further education. Those students who are still undecided as to which occupational cluster to pursue are given the opportunity to continue learning experiences related to several clusters until such time as they feel they are ready to make such a selection. Students receive assistance in making decisions about their future educational and/or career goals in relation to their interests, aptitudes, and achievements. At the same time, they continue to be exposed to those activities designed to foster an appreciation of those attitudes toward relating to individual differences in others. Economic education and concepts continue to be related to the students on the basis of their chosen life-styles and career goals.

Take An Idea and Try It Out

Keep in mind that the methods of bringing Career Education into your teaching are limited only by your imagination and ingenuity. Opportunities exist in all school subjects at all grade levels for integrating each of the Career Education elements.

Develop a broad outline of what you plan to accomplish this year, each semester, and each quarter; then develop a more specific outline of goals for each period within the quarter. Determine the various ways in which your activities can be people-centered and related to the real world of your students. Plan ideas of how you, as a facilitator, can provide exploratory and academic activities that will contribute to the development of your students' self-understanding. A possible procedure might be:

1. Write out a plan.

   a. Make it for a short period of time based on the needs, interests, and abilities of your students.

b. Use specific resources with which you are already familiar.

c. Integrate just a few academic skills at first.

d. Plan what is to be done, by whom, when, where, and how to effect a visible process and product.

e. Note the people, places, and materials that will be involved. Then determine the content, activities, related academic areas, developmental abilities, aptitudes, and attitudes to be included.

f. The outside resources and people involved depend on what you want to do. For example, at the junior high and high school levels, career observation tours and resource speakers centered around a supermarket can be used to focus on the study of foods, consumer education, math, communication skills in advertising, distribution and marketing, public relations, teamwork, attitudes, decision making, educational awareness, as well as skills in observing, listening, communicating, and interviewing.

2. Make "doing" activities an important part of the plan. Be very conscious of attitudes that can be developed and academic performance achieved. The end results should center on what happens to each learner. What changes occur as a result of the planned activities?

3. Plan for activities in which students have to cooperate in team or sharing experiences.

4. Don't try to do too much in too short a time. Better to do one idea thoroughly than several in a haphazard way. Do as much as possible to individualize the learner activities, then have them shared with the rest of the class.

5. Plan a simple but measurable evaluation device such as a product or specific criteria for observation. Provide for periodic self-evaluation by the learners.

GET PARENTS INVOLVED –

1. Let them know what you are planning to do and why.

2. Solicit their participation:

   a. Have them share information about their careers with their children.

   b. Ask them to come to class and be interviewed by the students.

   c. Prepare them for their class participation by furnishing them with some ideas and information that should be communicated to the students about their career, education, attitudes needed, and so forth. Ask them to relate school subjects to their particular career–whether in business or as a homemaker. They may be able to bring some of the "tools of their trade" with them.

d. Set up a file of the occupations of each parent of your students to help relate their careers to what their children are studying.

e. Perhaps some parents are in a position to allow the class to participate in a tour to their place of work.

f. Solicit their participation in career observation tours.

g. Let parents know about and help reinforce such concepts as the interdependence of workers, the necessity for teamwork, responsibility for task completion, and positive attitudes toward self and others.

h. Help parents with ideas for activities which could be pursued in the home which relate to Career Education concepts.

i. Encourage parent conferences.

GET THE BUSINESS COMMUNITY INVOLVED –

1. In cooperation with the school counselor, set up a community resource file of willing speakers and career observation sites.

2. Formulate a questionnaire to obtain needed information about each contact. Suggestions for tours are: Name, address, hours of business, telephone, person to contact, how much advance notice for a tour and the type of information suggested for student preparation. Specifically what areas of their business do they feel would be of interest to the various grade levels? Are there any safety problems to be aware of?

3. Provide the resource speakers with information to help them focus their presentation on the background of the students and what they are studying. Find out if you need to provide audiovisual equipment for them.

4. Design an evaluation form for speakers and tours to allow for future improvement.

IDEAS USED IN ARIZONA

Remember, it's not adoption but rather adaptation

Elementary

1. Goals:
   a. To become aware of the importance of the postal service to the community, the many types of jobs involved, and the responsibilities of postal service workers.

   b. To become aware of the importance of the postal services in the field of communication.

   Activities: a. Class volunteers interview various postal workers while others tape the interviews and/or take photographs.

b. Write thank-you letters to the postmaster.

c. Make a map or diorama of the post office and show the route a letter takes from the time it is mailed until it is received (include all workers involved in this process).

d. Write various kinds of letters and properly address envelopes. (Real letters requesting some product or answer could be used.)

e. Simulate activities of a post office by using shoe boxes for mail boxes with student names on them and have the boxes alphabetized, make "job" assignments, play stamps, and play money for buying stamps.

2. Goal: To help develop an awareness of different aspects of respect.

Activities: Possible discussion questions:

a. What does it mean to be loyal?

b. Should friends always be loyal to each other?

c. What does honesty mean?

d. What do you think it means to respect the rights of others?

e. If you always think about what you want and never about the way your actions might affect others, what might you do to other people?

f. What does it mean to trust someone?

g. When you think of some people you trust, are they people you know well?

h. What if someone were mean to you after you had been nice to them?

i. What if someone you did not like were nice to you?

j. What if your friends wanted you to do something you felt you shouldn't do?

Junior High

1. Goal: To become aware of how personal talents and interests can be used as a basis for identifying occupational clusters in which they might be interested.

Activities: List hobbies, leisure activities, and interests.

Have students look into the occupational cluster lists of careers to find those which contain some aspects of what they enjoy doing now.

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Direct students to identify persons employed in occupations that contain skills related to their hobbies and interests. Have the students interview them and observe them at work.

2. Goal: To learn how specialization has created an interdependent economic society.

   Activities: Use various approaches to study the effect of economic expansion and contraction and the effect of strikes, layoffs, monopolies, corporations, and governmental contracting.

   Make up a list of jobs which have disappeared within the last ten years and occupations emerging due to the technological and sociological changes that have occurred.

   Have students work in small groups to develop an idea for a product that would meet some specific need at this time but is not on the market. This could evolve into the establishment of a "corporation" project.

3. Goal: To become aware of those qualities and traits important in employment and the importance of educational skills.

   Activities: Have students survey employers concerning their opinions on qualities and traits they look for in employees.

   Have students interview people they know in various occupations as to their opinions of the most important educational learnings connected with their work.

   Have students select one occupation within an occupational cluster in which they are interested and through research and interviewing determine the educational requirements for various levels within the occupation.

   Have students brainstorm in small groups on careers that involve one academic subject area. At the end of about twenty minutes, they should have approximately twenty careers listed that they share with the total group. Combine two groups with different subject areas and have the groups make a list of careers that involve both subject areas.

High School

1. Goal: To become aware of the career possibilities in art and music.

   Activities: Have the class brainstorm on the possible careers in the arts and music.

   Use resource speakers whose careers involve some form of art or music. If feasible, have small groups interview people in museums, art schools, or firms employing art, such as commercial printers, department stores, or advertising agencies.

   Identify occupations that are portrayed in music.

Relate what is done in the classroom to its potential use in some career. Examples: designing an art workshop and the related skills in industrial design; or discovering how various kinds of art skills are used in graphic and commercial art, display arts, architecture, automotive design, aircraft design, and woodworking.

Relate how art and/or music are related to careers in other subject areas. Examples: Similar knowledges and skills in art welding and industrial arts, art welding and knowledge of chemistry, art and cosmetology, or art and photography.

2. Goal: To become aware of the career possibilities of a foreign language.

   Activities: Students discuss the career possibilities that require knowledge of a particular foreign language within the broad categories of the foreign service, business, peace corps, missionary work, foreign study, research, travel, teaching.

3. Goal: To identify factors which might cause career decisions to be altered.

   Activities: Students choose a hypothetical conflict or crisis situation that contains one or more social, physical or economical decisions requiring decision-making skills. This problem could be loss of money, loss of job, illness, death, etc. Have students organize their work under the following categories:

   a. State their problems.

   b. List the obstacles facing them.

   c. List the assets favoring them.

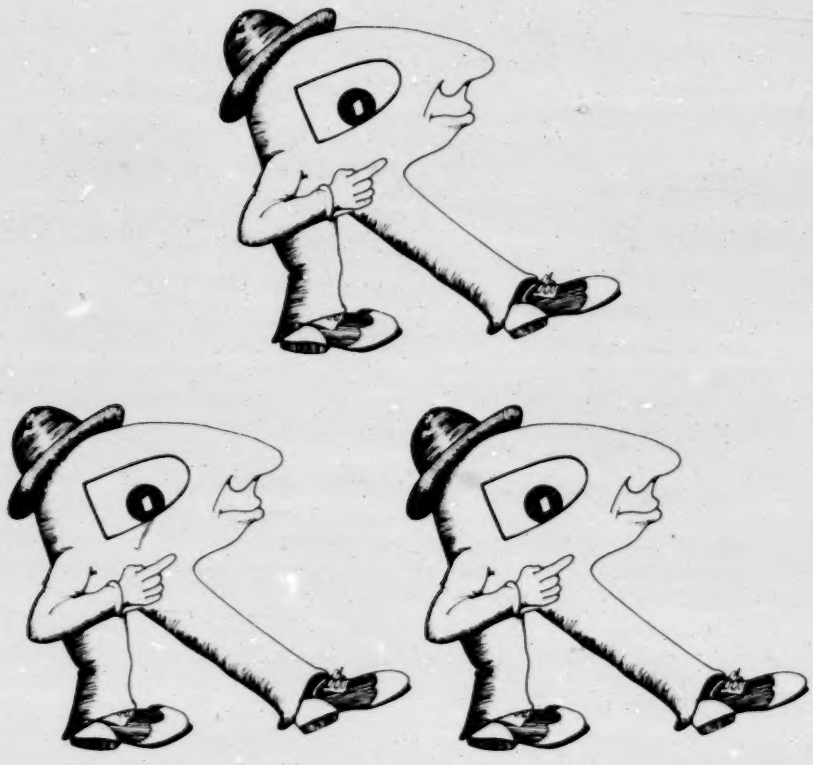
   d. List possible solutions and alternatives.

   e. Select a test solution.

   f. If possible, project a trial of the solution and make any needed adjustments.

   g. State the pathway to be taken in the implementation of the final solution.

CAREER EDUCATION IS MAKING THE 3R's LIVE



OCCUPATIONAL CLUSTER APPROACH

COLLECTION OF IDEAS USED BY ARIZONA TEACHERS CENTERING ON THE NEWSPAPER ASPECT OF THE COMMUNICATIONS AND MEDIA OCCUPATIONAL CLUSTER

Elementary

1. Discuss the goods and services aspects of newspapers.
2. Discuss the function newspapers have within the home and community.
3. Identify and discuss various sections of the local newspaper–news, sports, comics, advertising, editorials, classified ads, women's section, etc.
4. Make bulletin board displays of the various sections of the newspaper.
5. Draw pictures of the occupations within the newspaper industry connected with each section. Examples could be: reporter, cartoonist, editor, artist, rewriteman (writes stories from reporter's notes), copyman (edits articles), classified ad writer, commercial ad writer, printer, proofreader, make-up man (arranges pages), etc.
6. Make collage of related support jobs such as: clerical (typists, file clerks, secretaries), accounting (bookkeepers, payroll), sales (manager, salesmen), distribution (routemen, paperboys).
7. Visit a newspaper.
8. Study impact words.
9. Interview and write article with headline. Use proofreader symbols to edit article by another student. Have article rewritten.

Junior High

1. Use the newspaper industry to show the interrelationship and interdependency of jobs in production and to show the need for cooperation, teamwork and decision making. Become aware of the need for English and composition skills, communication skills, human relations, and personal abilities in the newspaper industry. Stage the classroom as a small community focusing on a newspaper.
2. Discuss the function of the class newspaper and its goals.
3. Determine the various "jobs" that will be required.
4. Determine the skills needed for the jobs.
5. Arrange a tour of the local newspaper and/or a speaker.
6. Role-play a situation, then have the students demonstrate interpretive writing in describing the situation, using who, what, when, where, and why.

7. Do any needed research into the types of jobs and equipment that will be needed to produce their newspaper.

8. Create products and write advertisements.

9. Sell advertisements to businessmen in the community, to parents, or to school personnel.

10. Sell "subscriptions" to the newspaper.

11. Buy the needed materials from the school source with the money derived from the sale of advertising and subscriptions.

12. Prepare the newspaper, pay the salaries, deliver the paper.

High School

1. Cooperative work experience at the local newspaper.

2. Serve as members of the school newspaper staff.

3. Have students collect want-ad sections of various newspapers local community, other nearby communities, large cities, cities out of the state, etc.

4. Have students select a particular occupational cluster and collect want-ads pertaining to that cluster.

5. Within their selected cluster, have students select two or three occupations and find want-ads pertaining to them.

6. Note the regional demand trend for the occupations selected and determine possible reasons for the demand or lack of demand.

7. Write, have edited, and rewrite articles pertaining to one of the following newspaper sections: business and finance, sports, entertainment, women and fashion, school, editorial, advertising, letters to the editor, cartoons depicting some issue of news.

8. Study advertising techniques, wording, and psychology.

The above ideas are some "starters." You have probably already been using one or more of them for some time; therefore, you have already been teaching small segments of Career Education. You now have the opportunity to bring all of the loose ends and fragmented activities together in an organized, intergrated system designed to reach definite outcomes. Hopefully, the examples will stimulate you to develop ways in which you can adapt and relate your instruction to that dynamic world outside of the classroom.

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SELECTED ENRICHMENT REFERENCES

Many resources are being developed which show how Career Education can be integrated into the existing school curriculum so that it becomes a natural part of the classroom instruction. The references listed below are just a few of them. The number in parentheses at the end of the annotation is the Arizona Career Education Clearinghouse retrieval number. These materials may be checked out. (The ED number in a parenthesis refers to an ERIC microfiche which can be duplicated and mailed to you upon request.)

Able (Authentic Basic Life-Centered Education) (1970)
Northern Illinois University
DeKalb, Il 60115

A detailed description of a career education program, K–12. Mini-units are included on restaurant occupations, greenhouse occupations, grocery occupations, post office occupations, and school occupations. Also included are materials on integration of career education into subject areas divided into primary, intermediate, and upper levels. (#1184)

Career Awareness Elementary Teacher Guide (1972)
Arkansas State Department of Education

An elementary instructor's guide to help integrate career awareness into the curriculum. The units cover (1) community industries, (2) agricultural occupations, (3) distributive education, (4) health occupations, (5) business and office occupations, and (6) technical, trade and industrial education. Each instructional guide contains concepts, activities, resources and references, and content areas. The appendix contains a rather extensive bibliography of all kinds of materials. Field trip preparation and follow through with examples are given. (#1335) (ED 073-254)

Career Awareness Programs for the Elementary School (CAPES) (1972)
Dr. William Bakamis, Project Director
Washington State Department of Education
Olympia, WA

An elementary teacher's resource book for development of career awareness programs. Specific activities are suggested and integration into the curriculum by subject area is discussed. Co-curricular activities are given for the lower-, middle-, and upper-elementary levels. Goals, concepts, behavioral objectives, suggested activities and learner expectations for K-6 are provided. The appendix is an extensive resource guide coded as to goals, suggested grade level, and curriculum area. (#1327)

Career Development in the Elementary School (1972)
Robert L. Gibson
Charles E. Merrill Publishing Company
Columbus, OH

A "how-to-do-it" manual for counselors, elementary teachers, and administrators. It includes the rationale and guidelines for a career development program on the elementary level, specific activities, and approaches to program development. (#1326)

Career Education and the Elementary School Teacher (1973)
Kenneth B. Hoyt, and others
Olympus Publishing Company
Salt Lake City, UT

A comprehensive book directed toward giving the elementary teacher background into the Career Education theory, ideas for integrating Career Education K–6, a discussion of the role of the elementary teacher in career development, how the elementary teacher can work with parents and the community, and some ideas for preservice and inservice training. (#1610)

Career Education in the Middle/Junior High School (1973)
Rupert N. Evans, Kenneth B. Hoyt, Garth L. Mangum
Olympus Publishing Company
Salt Lake City, UT 84105

A comprehensive book on the organization and application of Career Education in grades 4–9. Suggested classroom and outside activities in a variety of subject areas are included. (#1828)

Career Education Resource Guide (1972)
Career Programs
General Learning Corporation

The guide presents a vast number of activity units that are titled with concepts, objectives, materials, lesson capsules and observations taken from a wide range of schools from across the country. The introduction to the elementary section includes an overview of career education and the role of the classroom teacher. The section on the middle and junior high years includes an informative introduction as does the section on high school and adult levels. The bibliography is divided into: (1) Rationale for Career Education; Overviews; Goals and Objectives; (2) School-Based Models, (3) Home-Based and Employer-Based Models, (4) Implementation and Program Development Guides, and (5) Evaluation. (#1459)

Career Exploration Program Grades 9–10
Vocational Education Division
State of Ohio Department of Education
612 Ohio Department Building
Columbus, OH 43215

The third part of the Ohio Career Development Continuum, "Work Exploration." The phase is described and a hypothetical situation is presented showing how the phase is implemented. An extensive bibliography is included with 592 items. Workshops conducted for administrators had the goal of generating solutions to administrative problems involved in introducing the career explorations programs. Detailed lists of goals, objectives and student activities in mathematics, industrial arts, social studies, English, agriculture, health, and business education are provided. (#1374)

Career Oriented Education for Grades K–9 (1969)
Hughes Elementary and Denny Junior High
Seattle Public Schools
8401 S. W. 39th
Seattle, WA 98126

A curriculum guide for K–9 on career orientation giving understandings, resources, and activities to be integrated into subject matter areas by grade level (primarily in social studies for K–4 and English for 5–6.) (#1375)

Career Resource Guide – Project Open Door to the World of Work (1972)
John P. Murray, Supervisor of Special Guidance Projects
Division of Curriculum Evaluation and Development
Buffalo Public Schools
Buffalo, NY

A resource guide for teachers, students and counselors, K–9, to prepare students in career decision making. Divided into pre-kindergarten, kindergarten, primary, intermediate, junior high and teacher references. Developed around basic concepts, behavior, and activities. (#1040)

Devise (1969)
Nebraska State Department of Education
Omaha, NB

An elementary level instructor's guide for stimulating self-awareness and career awareness. An extensive appendix includes a wide variety of materials useful for teaching activities, a vast list of materials by vocational areas, and "self-enhancing materials listed by interest area." (#1253)

Elementary Guide for Career Development (1970)
Lee Laws
Education Service Center
Region XIII
6504 Tracor Lane
Austin, TX 78721

A K–6 instructor's guide developed around "Career of the Month" and the concept approach with many ideas for activities and resources. (#1185)

K–12 Guide for Integrating Career Development into Local Curriculum (1972)
Harry Drier, and others
Charles A. Jones Publishing Company
Worthington, OH

This guide is developed around Self, Work World, and Career Planning and Preparation objectives. It is divided into K–3, 4–6, junior and high school levels and demonstrates the evolving development from the general to the specific. A Career Development Resource Section by developmental levels and the three broad categories is provided, as well as names and addresses of other sources of career development materials. A bibliography for professional reading is also provided. (#1498)

Teacher's Role in Career Development (1971)
W. Wesley Tennyson
American Personnel and Guidance Association
Washington, DC

Gives teachers information pertaining to the influences affecting student career choices and how they, working with counselors, can help their students in this process through relating specific school subjects to careers. (#1343)

Tenative Framework for Developing Comprehensive K–12 Career Education Programs (1972)
The Texas Education Agency
State Capitol Building
Austin, TX

A K–12 career education model including discussion of what career education is and what its characteristics are, the objectives, scope and sequence, clusters, the elementary program, middle school program, high school program, counseling process, and evaluation. (#1034) (ED 067-503)

World of Work – Career Awareness Development Program for the Elementary Grades (1971)
Gerry McGinley
Research and Education Planning Center
College of Education
University of Nevada
Reno, NV

An instructor's guide arranged by presenting a concept, suggested occupations, suggested techniques, and procedures. (#1433) (ED 006-605)

The World of Work – Orientation and Guidance
Clemson University
Clemson, SC 29631

Career orientation prevocational teacher's guides for grades 9–10. (#1124)

Yellow Pages of Learning Resources (1972)
Richard S. Wurman
The MIT Press
Massachusetts Institute of Technology
Cambridge, MA 02142

A unique community resource book developed around the idea of the yellow pages of a telephone directory and designed to acquaint people with the wealth of educational opportunities available in the people, places, and processes encountered every day within the local community. It also explains how to make these resources accessible for learning purposes. It is based on the premise that the process is more important than the product. (#1557)

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The following booklets in this series are available from your Career Education project directors or the Career Education Clearinghouse, Arizona State Department of Education, 1535 West Jefferson, Phoenix, AZ 85007.

1. QUESTIONS AND ANSWERS ABOUT CAREER EDUCATION
2. WHY CAREER EDUCATION IN ARIZONA?
3. ARIZONA CAREER EDUCATION - - WHAT IS IT?
4. SELF-AWARENESS AND CAREER EDUCATION
5. CAREER EDUCATION AND YOU - - THE TEACHER